

DOWNEY UNIFIED SCHOOL DISTRICT  
Middle School Course Outline

**Course Title:** Social Studies 8 (One Year)  
(United States History and Geography: Growth and Conflict)  
**Grade Level:** 8  
**Prerequisites:** None

**Course Description:**

Students in grade eight study the ideas, issues and events from the framing of the Constitution up to World War I, with an emphasis on Americana role in the war. After reviewing the development of America’s democratic institutions founded in the Judeo-Christian heritage and English parliamentary traditions, particularly the shaping of the Constitution, students trace the development of American politics, society, culture and economy and relate them to the emergence of major regional differences. They learn about the challenges facing the new nation, with an emphasis on the causes, course and consequences of the Civil War. They make connections between the rise of industrialization and contemporary social and economic conditions.

**Student Performance Objectives for this Course:**

1. Students understand the major events preceding the founding of the nation and relate their significance to the development of American constitutional democracy. (Standard 8.1)
  - \*a. Describe the relationship between the moral and political ideas of the Great Awakening and the development of revolutionary fervor.
  - \*b. Analyze the philosophy of government expressed in the Declaration of Independence with an emphasis on government as a means of securing individual rights (e.g., key phrases such as “...all men are created equal, that they are endowed by their Creator with certain unalienable Rights”).
  - c. Analyze how the American Revolution as it affected other nations especially France.
  - d. Describe the nation’s blend of civic republicanism, classical liberal principles, and English parliamentary traditions.
  
2. Students analyze the political principles underlying the U.S. Constitution and compare the enumerated and implied powers of the federal government. (Standard 8.2)
  - \*a. Discuss the significance of the Magna Carta, the English Bill of Rights, and the Mayflower Compact.
  - \*b. Analyze the Articles of Confederation and the Constitution, and the success of each in implementing the ideals of the Declaration of Independence.
  - \*c. Evaluate the major debates that occurred during the development of the Constitution and their ultimate resolutions on areas such as shared power among institutions, divided state-federal power, slavery, and the rights of individuals and states (later

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addressed by the addition of the Bill of Rights) and the status of American Indian nations under the commerce clause.

- d. Describe the political philosophy underpinning the U.S. Constitution as specified in the *Federalist Papers*(authored by James Madison, Alexander Hamilton, and John Jay) and the role of such leaders as Madison, George Washington, Roger Sherman, Gouverneur Morris, and James Wilson in the writing and ratification of the Constitution.
  - e. Understand the significance of Jefferson’s Statute for Religious Freedom as a forerunner of the First Amendment, and the origins, purpose and differing views of the founding fathers on the separation of church and state doctrine.
  - \*f. Enumerate the powers of government enumerated in the Constitution and the fundamental liberties ensured by the Bill of Rights.
  - \*g. Describe the principles of federalism, dual sovereignty, separation of powers, checks and balances, the nature and purpose of majority rule, and how the American idea of constitutionalism preserves individual rights..
3. Students understand the foundation of the American political system and the ways in which citizens participate in it. (Standard 8.3)
- a. Analyze the principles and concepts codified in the state constitutions between 1777 and 1781 that create the context out of which American political institutions and ideas developed.
  - \*b. Explain how the ordinances of 1785 and 1787 privatized national resources and transferred federally owned lands into private holdings, townships and states.
  - c. Enumerate the advantages of a “common market” among the states as foreseen and protected by the Constitution’s clauses on interstate commerce, common coinage, and full-faith and credit.
  - \*d. Understand how the conflicts between Thomas Jefferson and Alexander Hamilton that resulted in the emergence of two political parties (e.g., view of foreign policy, Alien and Sedition acts, economic policy, National Bank, funding and assumption of the revolutionary debt).
  - e. Know the significance of domestic resistance movements and ways in which the central government responded to such movements (e.g., Shays’ Rebellion, the Whiskey Rebellion).
  - \*f. Describe the basic law-making process and how the design of the U.S. Constitution provides numerous opportunities for citizens to participate in the political process and to monitor and influence government (e.g., function of elections, political parties, interest groups).
  - \*g. Understand the functions and responsibilities of a free press.

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4. Students analyze the aspirations and ideals of the people of the new nation. (Standard 8.4)
  - \*a. Describe the country's physical landscapes, political divisions, and territorial expansion during the terms of the first four presidents.
  - \*b. Explain the policy significance of famous speeches (e.g., George Washington's Farewell Address, Jefferson's 1801 Inaugural Address, John Q. Adams's Fourth of July 1821 Address).
  - \*c. Analyze the rise of capitalism and the economic problems and conflicts that accompanied it (e.g., Jackson's opposition to the National Bank; early decisions of the U.S. Supreme Court that reinforced the sanctity of contracts and a capitalist economic system of law).
  - \*d. Discuss daily life, including the traditions in art, music, and literature, of early national America (e.g., through writings by Washington Irving, James Fenimore Cooper).
  
5. Students analyze U.S. foreign policy in the early Republic. (Standard 8.5)
  - \*a. Understand the political and economic causes and consequences of the War of 1812 and the major battles, leaders, and events leading to a final peace.
  - \*b. Know the changing boundaries of the United States and describe the relationships the country had with its neighbors (current Mexico and Canada) and Europe, including the influence of the Monroe Doctrine, and how those relationships influenced westward expansion and the Mexican-American War.
  - c. Outline the major treaties with American Indian nations during the administrations of the first four presidents and the varying outcomes of those treaties.
  
6. Students analyze the divergent paths of the American people from 1800 to the mid-1800's and the challenges they faced, with emphasis on the Northeast. (Standard 8.6)
  - a. Discuss the influence of industrialization and technological developments on the region, including human modification of the landscape and how physical geography shaped human actions (e.g., growth of cities, deforestation, farming, mineral extraction).
  - \*b. Outline the physical obstacles to and the economic and political factors involved in building a network of roads, canals and railroads (e.g., Henry Clay's American System).
  - \*c. List the reasons for the wave of immigration from Northern Europe to the United States and describe the growth in the number, size, and spatial arrangements of cities (e.g., Irish immigrants and the Great Irish Famine).
  - d. Study the lives of black Americans who gained freedom in the North and founded schools and churches to advance black rights and communities.

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- \*e. Trace the development of the American education system from its earliest roots, including the role of religious and private schools and Horace Mann's campaign for free public education, and its assimilating role in American culture.
  - \*f. Examine the women's suffrage movement (e.g., biographies, writings, and speeches of Elizabeth Cady Stanton, Margaret Fuller, Lucretia Mott, Susan B. Anthony).
  - g. Identify common themes in American art as well as transcendentalism and individualism (e.g., writings about and by Emerson, Thoreau, Melville, Alcott, Hawthorne, Longfellow).
7. Students analyze the divergent paths of the American people in the south from 1800 to the mid-1800s and the challenges they faced. (Standard 8.7)
- \*a. Describe the development of the agrarian economy in the South, identify the locations of the cotton producing states, and discuss the significance of cotton and the cotton gin.
  - \*b. Trace the origins and development of the institution of slavery; its effects on black Americans and on the region's political, social, religious, economic, and cultural development; and identify the strategies that were tried to both overturn and preserve it (e.g., through the writings and historical documents on Nat Turner, Denmark Vesey).
  - \*c. Examine the characteristics of white Southern society and how the physical environment influenced events and conditions prior to the Civil War.
  - \*d. Compare the lives of and opportunities for free blacks in the North as compared with those of free blacks in the South.
8. Students analyze the divergent paths of the American people in the West from 1800 to the mid-1800's, and the challenges they faced. (Standard 8.8)
- \*a. Discuss the election of Andrew Jackson as president in 1828, the importance of Jacksonian democracy, and his actions as president (e.g., the spoils system, veto of the National bank, policy of Indian removal, opposition to Supreme Court).
  - \*b. Describe the purpose, challenges and economic incentives associated with westward expansion including the concept of Manifest Destiny (e.g., the Lewis and Clark expedition, accounts of the removal of Indians, the Cherokees' "Trail of Tears," settlement of the Great Plains) and the territorial acquisitions that spanned numerous decades.
  - c. Describe the role of pioneer women and the new status that western women achieved (e.g., Laura Ingalls Wilder, Annie Bidwell, slave women gaining freedom in the West, Wyoming granting suffrage to women in 1869).
  - d. Examine the importance of the great rivers and the struggle over water rights.
  - e. Discuss Mexican settlements and their locations, cultural traditions, attitudes toward slavery, land-grant system, and economies.
  - \*f. Describe the Texas War for Independence and the Mexican-American War (i.e., territorial settlements, the aftermath of the wars and the effect on the lives of Americans, including Mexican-Americans today).

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9. Students analyze the early and steady attempts to abolish slavery and to realize the ideals of the Declaration of Independence. (Standard 8.9)
  - \*a. Describe the leaders of the movement (e.g., John Quincy Adams and his proposed constitutional amendment, John Brown and the armed resistance, Harriet Tubman and the Underground Railroad, Benjamin Franklin, Theodore Weld, William Lloyd Garrison, Frederick Douglas).
  - b. Discuss the abolition of slavery in early state constitutions.
  - \*c. Describe the significance of the Northwest Ordinance in education and in the banning of slavery in new states north of the Ohio River.
  - \*d. Discuss the importance of the slavery issue as raised by the annexation of Texas and California's admission to the union as a free state under the Compromise of 1850.
  - \*e. Analyze the significance of the States' Rights Doctrine, the Missouri Compromise (1820), the Wilmot Proviso (1846), the Compromise of 1850, Henry Clay's role in the Missouri Compromise and the Compromise of 1850, the Kansas-Nebraska Act (1854), the *Dred Scott v. Sandford* decision (1857), and the Lincoln-Douglas debates (1858).
  - \*f. Describe the lives of free blacks and the laws that limited their freedom and economic opportunities.
  
10. Students analyze the multiple causes, key events and complex consequences of the Civil War. (Standard 8.10)
  - \*a. Compare the conflicting interpretations of state and federal authority as emphasized in the speeches and writings of statesman such as Daniel Webster and John C. Calhoun.
  - \*b. Trace the boundaries constituting "the North" and "the South", the geographical differences between the two regions, and the differences between agrarians and industrialists.
  - \*c. Identify the constitutional issues posed by the doctrine of nullification and secession and the earliest origins of that doctrine.
  - \*d. Discuss Abraham Lincoln's presidency and his significant writings and speeches and their relationship to the Declaration of Independence, such as his "House Divided" speech (1858), the Gettysburg Address (1863), the Emancipation Proclamation (1863), his inaugural addresses (1861 and 1865).
  - \*e. Study the views and lives of leaders (e.g., Ulysses S. Grant, Jefferson Davis, Robert E. Lee) and soldiers on both sides of the war, including black soldiers and regiments.
    - f. Describe critical developments and events in the war, including the major battles, geographical advantages and obstacles, technological advances, and General Lee's surrender at Appomattox.
  - \*g. Explain how the war affected combatants, civilians, the physical environment, and future warfare.

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11. Students analyze the character and lasting consequences of Reconstruction. (Standard 8.11)
  - a. List the original aims of Reconstruction and describe its effects on the political and social structure of different regions.
  - b. Identify the push-pull factors in the movement of former slaves to the cities in the North and to the West and their differing experiences in those regions (e.g., the experiences of Buffalo Soldiers).
  - \*c. Understand the effects of the Freedmen’s Bureau and the restrictions placed on the rights and opportunities of freedmen, including racial segregation and “Jim Crow” laws.
  - \*d. Trace the rise of the Ku Klux Klan and describe the Klan’s effects.
  - \*e. Understand the Thirteenth, Fourteenth, and Fifteenth Amendments to the Constitution and analyze their connection to Reconstruction.
  
12. Students analyze the transformation of the American economy and the changing social and political conditions in the United States in response to the Industrial Revolution. (Standard 8.12)
  - a. Trace patterns of agricultural and industrial development as they relate to climate, use of natural resources, markets, and trade, and locate such development on a map.
  - b. Identify the reasons for the development of federal Indian policy and the wars with American Indians and their relationship to agricultural development and industrialization.
  - c. Explain how states and the federal government encouraged business expansion through tariffs, banking, land grants, and subsidies.
  - d. Discuss entrepreneurs, industrialists, and bankers in politics, commerce, and industry (e.g., John D. Rockefeller, Andrew Carnegie, Leland Stanford).
  - \*e. Examine the location and effects of urbanization, renewed immigration, and industrialization (e.g., effects on social fabric of cities, wealth and economic opportunity, the conservation movement).
  - \*f. Discuss child labor, working conditions, laissez-faire policies toward big business and examine the labor movement, including its leaders (e.g., Samuel Compers), its demand for collective bargaining, and its strikes and protests over labor conditions.
  - \*g. Identify the new sources of large-scale immigration and the contributions of immigrants to the building of cities and the economy; explain the ways in which new social and economic patterns encouraged assimilation of newcomers into the mainstream amidst growing cultural diversity; and discuss the new wave of nativism.
  - h. Identify the characteristics and impact of Grangerism and Populism.
  - i. Name the significant inventors and their inventions and identify how they improved the quality of life (e.g., Thomas Edison, Alexander Graham Bell, Orville and Wilbur Wright).

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DEVELOPING GEOGRAPHIC LITERACY

*An integrated study of geography as it relates to United States History should be a significant element of instruction in this course. The following excerpts are from the California History-Social Science Framework (2005):*

- *To understand human events, students must first understand the characteristics of the places in which those events occurred.*
- *In describing a place, students should be able to identify its physical characteristics and human characteristics and explain how these features are interrelated to form the unique character of that place.*
- *As students mature in their geographic thinking, they should learn to analyze how the relative location of a place confers important advantages or disadvantages. Students should also consider how these relative advantages or disadvantages can change over time and determine how such changes have influenced the course of human history in that place.*
- *Students should develop an understanding of the major environmental issues (man's use of land and other natural resources) and the consequences of human decisions that affect the environment.*
- *Students should understand major patterns of domestic and international migration of human movement. They should also study the changing environmental preferences and settlement patterns; the frictions that develop between population groups from broad and distinct cultural areas; and, the diffusion of ideas, technological innovations, and goods as a result of this human movement.*

GRADES 6 – 8 HISTORICAL AND SOCIAL SCIENCES ANALYSIS SKILLS

The following excerpt is from the California History-Social Science Framework (2005):

*The intellectual skills noted below are to be learned through, and applied to, the content standards for grades six through eight. They are to be assessed only in conjunction with the content standards in grades six through eight.*

*In addition to the standards for grades six through eight, students demonstrate the following intellectual reasoning, reflection, and research skills:*

*Chronological and Spatial Thinking*

1. *Students explain how major events are related to one another in time.*
2. *Students construct various time lines of key events, people, and periods of the historical era they are studying.*
3. *Students use a variety of maps and documents to identify physical and cultural features of neighborhoods, cities, states, and countries and to explain the historical migration of people, expansion and disintegration of empires, and the growth of economic systems.*

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### Research, Evidence, and Point of View

1. *Students frame questions that can be answered by historical study and research.*
2. *Students distinguish fact from opinion in historical narratives and stories.*
3. *Students distinguish relevant from irrelevant information, essential from incidental information, and verifiable from unverifiable information in historical narratives and stories.*
4. *Students assess the credibility of primary and secondary sources and draw sound conclusions from them.*
5. *Students detect the different historical points of view on historical events and determine the context in which the historical statements were made (the questions asked, sources used, author's perspectives).*

### Historical Interpretation

1. *Students explain the central issues and problems from the past, placing people and events in a matrix of time and place.*
2. *Students understand and distinguish cause, effect, sequence, and correlation in historical events, including the long- and short-term causal relations.*
3. *Students explain the sources of historical continuity and how the combination of ideas and events explains the emergence of new patterns.*
4. *Students recognize the role of chance, oversight, and error in history.*
5. *Students recognize that interpretations of history are subject to change as new information is uncovered.*
6. *Students interpret basic indicators of economic performance and conduct cost-benefit analyses of economic and political issues.*

## Instructional Strategies

A variety of instructional strategies may be used including: debates, simulations, written & oral projects, cooperative learning, dramatizations, audio-visual materials, lecture, group discussion, demonstration, portfolios, and computer-assisted materials.

## Instructional Units

Weeks	Unit
2.0	Geography Unit Review
3.0	Age of Exploration and Enlightenment
5.0	Connecting with Past Learnings: Our Colonial Heritage and Revolution
3.0	Connecting with Past Learnings: A New Nation
7.0	The Constitution of the United States
2.0	Launching the Ship of State
7.5	The Divergent Paths of the American People: 1800-1850
<u>8.5</u>	Toward a More Perfect Union: 1850-1879
38	Total

## **Social Studies 8 - continued**

### **Evaluation**

Student progress will be evaluated by:

- Completion and quality of assignments
- Attendance
- Class participation
- Tests and quizzes
- Portfolios
- Homework
- Teacher observation
- Written and oral reports

### **Materials and Resources**

- A. Primary Text: Discovering Our Past: The American Journey to WWI  
Glencoe/McGraw Hill Publishing Co.
  
- B. Literature: Refer to the attached bibliography
  
- C. For addition Social Studies resources contact:  
Social Studies School Service  
10200 Jefferson Blvd.  
Culver City, California  
(800) 421-4246